Serve Idaho Governor's Commission on Service and Volunteerism
Review Process and Selection Criteria for School Turnaround AmeriCorps FY13

Applicant Name/Organization:

Program Name:

		Comments/suggestions	possible	reviewer
A. Executive Summary	**0**		**0**	
I. Program Design	**50%** **(50 points)**		**50**	
II. Organizational Capacity	**25%** **(25 points)**		**25**	
III. Budget **Cost Effectiveness (13points)** **Budget Adequacy (12 points)**	**25%** **(25 points)**		**25**	
			TOTAL SCORE:	

Do you recommend this application (with clarification changes if applicable) be considered for possible AmeriCorps funding? ☐ **Yes** ☐ **No**

Reviewer Signature: _____ **Date:** _____

A. Executive Summary – 0 points

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total

A. Executive Summary
• Provides a one-half page or less executive summary of the proposed program
 	
• The summary includes:
    ◦ Who will be serving
    ◦ Who will be served
    ◦ What the AmeriCorps members will do
    ◦ What the expected outcome(s) of the project will be
    ◦ The amount of CNCS investment
    ◦ The amount of match provided
    ◦ Where the activity will take place
    ◦ When the project will begin and end
    ◦ Why this is a good investment
				0

I. Program Design – 50 points

A. AmeriCorps Members as Highly Effective Means to Support and Sustain School Turnaround Efforts

Applicants need to provide the following information:

• Need(s) identified by eligible partner school(s) and LEA leadership.

• Description of AmeriCorps member activities.

• The number of AmeriCorps members requested under the proposed project.

• The types of slots (service terms) needed for these members. If requesting different slot types, explain how the different slot types align with the program design and activities.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
A. AmeriCorps Members as Highly Effective Means to Support and Sustain School Turnaround Efforts **Reviewers assess the quality of the application based on the following factors:** • The extent to which the number and type of AmeriCorps members is reasonable in relation to the program design, activities, and objectives. • The extent to which the applicant has demonstrated that the use of AmeriCorps members is a suitable and effective means for accomplishing objectives that it would not otherwise accomplish through existing staff and/or volunteers. • The extent to which the potential contribution of AmeriCorps members addresses the needs identified by eligible school and LEA leadership. • For applicants that propose to serve multiple school sites, the extent to which the applicant coordinates its turnaround efforts among those sites and takes advantage of the scale of the project (e.g., through economies of scale). • The extent to which the project addresses multiple student needs and is	**15**	**7.5**	**0**	

aligned with comprehensive school turnaround plans, including the extent to which the proposed project incorporates at least one, or preferably more than one, of the following:

- o Providing ongoing mechanisms for family and community engagement.
- o Establishing a school culture and environment that improves school safety, attendance, and discipline and addresses other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.
- o Accelerating students' acquisition of reading and mathematics knowledge and skills.
- o Increasing graduation rates through strategies such as early warning systems, credit-recovery programs and re-engagement strategies.
- o Increasing college enrollment rates through college preparation counseling assistance to include completing the Free Application for Federal Student Aid (FAFSA) and college applications, and educating students and their families on financial literacy for college.
- o Supporting school implementation of increased learning time.

B. Evidence-Informed and Measurable Impact

Applicants need to provide the following information:

- The evidence supporting the intervention.
- National Performance Measure targets and the determination for these targets.
- Plan for collecting data, reporting outcomes, and using data to target services.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
B. Evidence-Informed and Measurable Impact **Reviewers assess the quality of the application based on the following factors:** • The extent to which the objectives and outcomes to be achieved by the proposed project are clearly specified and measurable. • Whether the interventions AmeriCorps members and volunteers will engage in are evidence-informed. • The extent to which the applicant demonstrates that the proposed project likely will have a notable positive impact as measured by the importance or magnitude of the effect on improving student academic performance, academic engagement, and/or attendance outcomes. • The extent to which the intervention will be targeted to students based on needs. • The extent to which the applicant convincingly links the identified need, proposed member and volunteer interventions, and the anticipated outcomes. • The extent to which the applicant has established plans to measure and collect reporting requirement data and National Performance Measure outcomes and outputs.	**15**	**7.5**	**0**	

C. AmeriCorps Member Recruitment

Applicants need to provide the following information:

- Plans for recruiting and selecting AmeriCorps members for the program.
- Applicant's plans for recruiting members from the local communities to be served or traditionally underrepresented AmeriCorps member populations, including applicant's history of working with traditionally underrepresented AmeriCorps member populations or plans to ensure success if this is a new member population being recruited. Underrepresented member populations may include new Americans, low-income individuals, youth from disadvantaged backgrounds (sometimes also referred to as "opportunity youth"), rural residents, older Americans, veterans, people of color, Native Americans, and people with disabilities.
- Plans to coordinate the recruitment and selection of AmeriCorps members with school leadership and staff.
- Tutoring Programs Only: A demonstration of how the program complies with AmeriCorps qualification requirements for tutoring programs. See 45 CFR §§ 2522.900-2522.950.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
C. AmeriCorps Member Recruitment **Reviewers assess the quality of the application based on the following factors:** • The extent to which the AmeriCorps member recruitment plan is likely to be effective. • The extent to which the program demonstrates it will recruit and select AmeriCorps members that have the relevant experience, qualifications and/or skills to provide the service activities in which they will be engaged. • The extent to which the application has a plan and infrastructure to recruit AmeriCorps members from the local communities to be served by the program or from traditionally underrepresented populations.	**5**	**2.5**	**0**	

D. AmeriCorps Member Training

Applicants need to provide the following information:

- Plans for orienting members to AmeriCorps, the community they are serving, their placement site(s), and the service they will perform.
- Plans for providing members with opportunities to share best practices and lessons learned to promote effectiveness of interventions.
- Plans for ongoing training, including anticipated training topics and the timeline, provided to AmeriCorps members throughout the term of service and the skills the AmeriCorps members will acquire during the term of service, including training on prohibited activities.
- Plans to coordinate the training of AmeriCorps members with school leadership and staff.
- Tutoring Programs Only: A demonstration of how the program complies with AmeriCorps training requirements for tutoring programs. See 45 CFR §§ 2522.900-2522.950.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
D. AmeriCorps Member Training **Reviewers assess the quality of the application based on the following factors:** • The adequacy of the AmeriCorps member orientation and ongoing training to prepare members for service activities they will perform and to ensure their success. • Whether AmeriCorps members and generated volunteers are made aware of the rules regarding prohibited activities. • The extent to which the member orientation and training is coordinated with school leadership and staff.	**5**	**2.5**	**0**	

E. AmeriCorps Member Supervision

Applicants need to provide the following information:

• Plan for supervising AmeriCorps members, including identifying who will supervise the AmeriCorps members.
• Plan for selecting and training supervisors of AmeriCorps members.
• Plans to coordinate the supervision of AmeriCorps members with school leadership and staff.
• Tutoring Programs Only: A demonstration of how the program complies with AmeriCorps supervision requirements for tutoring programs. See 45 CFR §§ 2522.900-2522.950.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
E. AmeriCorps Member Supervision **Reviewers assess the quality of the application based on the following factors:** • The extent to which the supervision plan ensures that AmeriCorps members will receive adequate support and guidance throughout the program year. • The qualifications, including relevant training and experience, of the supervisors. • The extent to which the member supervision is coordinated with school leadership and staff.	**5**	**2.5**	**0**	

F. Member Experience

Applicants need to provide the following information:

• The program component(s) that enable AmeriCorps members to have service experiences that produce community impact and lead to continued civic participation.
• The program component(s) that foster an AmeriCorps identity and connectivity with other AmeriCorps and national service participants.
• Plans for providing members with opportunities to share best practices and lessons learned that encourages AmeriCorps members' sustained participation in the ongoing efforts to turn around the nation's lowest-performing schools.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
F. Member Experience **Reviewers assess the quality of the application based on the following factors:** • The extent to which the applicant will foster an AmeriCorps identity for its members, specifically members identifying as such to community members, partners, and the general public. • The extent to which the applicant demonstrates that it will provide opportunities for members to reflect on and learn from their service in a manner that fosters a connection to the school turnaround efforts around the nation. • The extent to which the program is likely to promote a lifelong ethic of service and continued civic participation amongst AmeriCorps members.	3	1.5	0	

G. Organizational Commitment to AmeriCorps Identification

Applicants need to provide the following information:

• The efforts taken to produce a strong AmeriCorps brand for this project.
• Plan for using the AmeriCorps name and logo on websites, service gear, and public materials, including use by sub-grantees, affiliates, or service locations.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
G. Organizational Commitment to AmeriCorps Identification **Reviewers assess the quality of the application based on the following factor:** • The extent to which the organization demonstrates a commitment to branding national service, particularly by building a strong AmeriCorps program identity within the grantee, sub-grantees, affiliates, and/or service locations.	2	1	0	
H. Strategic Consideration CNCS seeks to build a diversified portfolio as outlined in Section V.B. Applicants must indicate which strategic considerations they meet in order to be considered for CNCS's assessment of the stated strategic considerations. Programs must demonstrate significant program focus, design, and impact to meet the strategic considerations.	0	0	0	

Tips for reviewers:

Program Design – Common Issues and Errors:

- Insufficient supporting evidence of need
- Insufficient evidence to support theory of change (looks at cause and effect relationships, identifies specific interventions to achieve the desired results and uses evidence to articulate assumptions)
- Includes irrelevant filler; studies or statistics unrelated to the need or intervention
- Need does not clearly related to proposed intervention
- Insufficient resources to support the intervention
- Proposed methods/instrument not identified or developed and no attention to data analysis
- A small or minor focus strategy is selected as the primary focus (easier to measure)
- What members/volunteers are actually doing is unclear
- Level of effort is unclear – number of members, time spent, over what period
- Who is being served is unclear

PROGRAM DESIGN:

Describe any changes and/or clarifications the applicant needs to make on the Program Design (these comments will be sent to the applicant so please include relevant and concise comments)

II. Organizational Capability – 25 Points

A. Organizational Background and Staffing (8 points)

Applicants need to provide the following information:

- The applicant's mission and a brief description of its history.
- The program staffing and management structure.
- Roles, responsibilities and relevant experience of staff. If positions are currently vacant, please describe the desired qualifications for each open position.
- Plans for providing financial and programmatic orientation and training and technical assistance to staff.
- The applicant's prior experience administering AmeriCorps grants or other federal funds.
- The applicant's record of launching new initiatives and/or scaling initiatives.
- For Existing AmeriCorps Programs Only: A description of how the AmeriCorps program is integrated and supported within the organization, including evidence of how well the organization has managed the program, its performance, and its record of compliance and responsiveness.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
A. Organizational Background and Staffing (8 points) **Reviewers assess the quality of the application based on the following factors:** • The extent to which the organization has the experience, staffing, and management structure to plan, implement, and evaluate the proposed project. • The qualifications, including relevant training and experience, of the key program personnel, especially in managing projects of the size and scope of the proposed project. • The extent to which the organization has the necessary plans and infrastructure to provide programmatic and fiscal oversight, day-to-day operational support, and data collection.	8	4	0	

B. Sustainability

Applicants need to provide the following information:

- Involvement of eligible school and LEA leadership in designing and implementing the program.
- Plans for building partnerships and capacity to support the project.
- The applicant's track record raising funds to support service activities and initiatives.
- Plans for ensuring that the impact of the program will extend beyond the grant period.
- The percentage of the applicant's total organization operational budget this proposed funding request from CNCS represents.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
B. Sustainability **Reviewers assess the quality of the application based on the following factors:** • Likelihood of effectiveness of the applicant's plan for securing school and community support for, and involvement in, the proposed project. • Likelihood of the project contributing to the sustainability of school turnaround efforts beyond the grant period.	5	2.5	0	

C. Compliance and Accountability:

Applicants need to provide the following information:
- Plans to prevent and detect compliance issues related to AmeriCorps rules and regulations, including those related to prohibited activities.
- Plan for holding the organization, sub-grantees, and service site locations accountable if instances of risk or noncompliance are identified.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
C. Compliance and Accountability: **Reviewers assess the quality of the application based on the following factor:** • The extent to which the organization has the ability and structure to ensure compliance with AmeriCorps rules and regulations, including those related to prohibited activities at the grantee, sub-grantee, and service location level.	9	4.5	0	

D. Continuous Improvement

Applicants need to provide the following information:
- Plans for soliciting timely and regular feedback from internal and external stakeholders including school and LEA staff, students, and families, to inform continuous improvement efforts.
- Plans for using data on student academic performance, academic engagement, and/or behavioral outcomes to inform continuous improvement.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
D. Continuous Improvement **Reviewers assess the quality of the application based on the following factors:** • The extent to which the continuous improvement plan will include the use of data or performance feedback. • The extent to which the continuous improvement plan will permit periodic assessment of progress toward achieving intended outcomes and opportunity for ongoing corrections.	3	1.5	0	

ORGANIZATIONAL CAPACITY:

Describe any changes and/or clarifications the applicant needs to make on the organizational capability section (these comments will be sent to the applicant so please include relevant and concise comments)

III. Cost Effectiveness and Budget Adequacy – 25 Points

A. Cost Effectiveness

Applicants need to provide the following information:

- A demonstration that the costs are reasonable in relation to the scope, scale, and impact of the proposed project.

- A discussion of how the program is a cost-effective approach to address the need and achieve the stated objectives. Consider the total costs and benefits of the program and, to the extent possible, document the costs and benefits. Compare the cost effectiveness of the program with the costs and benefits of alternative models or approaches (if available), and demonstrate how the program model is most cost effective. For further information on cost effectiveness analysis, see OMB "Circular No. A-94 Revised" (http://www.whitehouse.gov/omb/circulars_a094).

- A description of how the resources requested will supplement, and not supplant, SIG funding or other existing school funding streams.

- If any of the special circumstances stated below have an impact on the organizational capability that has not already been discussed, please describe the circumstance and how it affects cost effectiveness.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
A. Cost Effectiveness **Reviewers assess the quality of the application based on the following factors:** - The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project. (Note that an applicant with a low cost per member has a competitive advantage under this criterion. Applicants with a program design that achieves equal results at a lower cost will be advantaged over programs that achieve similar results at a higher cost.) - Special Circumstances: CNCS may take into account the following circumstances of individual programs: program age; the extent to which the program expands to new sites; whether the program is located in a resource-poor community, such as a rural or remote community, a community with a high poverty rate, or a community with a scarcity of corporate or philanthropic resources; whether the program is located in a high-cost, economically distressed community, measured by applying appropriate Federal and state data; and whether the reasonable and necessary costs of the program are higher because they are associated with engaging or serving difficult-to-reach populations, or achieving greater program impact as evidenced through performance measures and program evaluation.	13	6.5	0	

B. Budget Adequacy

Applicants need to provide the following information:

- Identify the non-CNCS funding and resources necessary to support the project.
- Discuss the adequacy of the budget to support the program design and objectives.
- Indicate the amount of non-CNCS resource commitments (in-kind and cash) secured to date and the sources of these commitments. Indicate plans for securing additional resource commitments, potential sources, and timeline.

Selection Criteria	Yes	Marginal clarification/ Additional Info. needed	No	Total
B. Budget Adequacy **Reviewers assess the quality of the application based on the following factors:** • The extent to which the budget is clear and in alignment with the program narrative. • The extent to which the budget includes sufficient resources to carry out the program effectively. • The extent to which the program will obtain financial and in-kind resources to support program implementation. • Whether an applicant adequately budgets for its required share of costs.	**12**	**6**	**0**	

Cost Effectiveness and Budget Adequacy:

Describe any changes and/or clarifications the applicant needs to make on the budget/cost effectiveness section (these comments will be sent to the applicant so please include relevant and concise comments)

Evaluation Summary or Plan:
Applicants will enter N/A

Amendment Justification
Applicants will enter N/A. This field will be used if they are awarded a grant and need to amend it.

Clarification Information
Applicants will enter N/A. This field will be used to enter information that requires clarification in the post-review period.

Continuation Changes
Applicants will enter N/A. This field will be used to enter changes in their narratives in continuation requests.

PERFORMANCE MEASURES

The process of regularly measuring the amount of work done by a program and the outcomes of this work on the program beneficiaries

All applicants are required to submit at least one aligned performance measure to capture the output and outcome of their primary service activity. They may create additional performance measures provided they capture significant program outcomes. Aligned refers to whether the outcome is logical and reasonable given your intervention and output(s); and the output and outcome measure the same beneficiary. An output is a count (a number) and an outcome is change in attitude, behavior or condition.

Example of an aligned performance measure:
Intervention: Tutoring program focused on helping kindergarten students master the most critical emergent literacy skills
Outcome: Improved academic performance in reading
A tutoring program that focuses on helping kindergarten students master the most critical emergent literacy skills would likely lead to improved academic performance in reading.

Example of a performance measure that is not aligned:
Intervention: After-school enrichment program
Outcome: Improved academic performance in reading
Depending on its design, an after-school enrichment program might not provide a targeted enough intervention to result in improved academic performance reading, but it might lead to improved school attendance or decreased disciplinary referrals.

Common Errors with Performance Measures
Outputs:
- Output (specific count) seems inappropriate to proposed intervention (e.g. not counting people served)
- Indicator (what was measured to determine the target has been met) is unclear or does not measure result
- Indicator and target are not aligned
- Target seems to low/high based on number of members and hours of service
- Target seems to low/high based on past performance
- Instrument seems inappropriate (e.g. using a survey or other outcome instrument to measure output)
- PM summary includes additional new information or is not result based on the target given

Outcomes:
- Outcome (change in attitude, behavior or condition) measures different beneficiary from the output (specific count) – (e.g. students vs. teachers)
- Outcome sounds like an output – doesn't reflect a change
- Indicator does not seem to get at result identified
- Indicator is unclear
- Indicator and target don't align
- Target seems too low/high based on number of members and service hours
- Target seems to low/high based on past performance
- Instrument is vague (e.g. database or tracking system)
- Instrument seems inappropriate (e.g. using an output instrument to measure an outcome)
- PM summary includes additional new information
- PM summary is not result based on the target given

Performance Measurements Checklist

Did the applicant submit at least one aligned performance measure?
☐ Yes   ☐ No

Did the applicant submit a national performance measure (this is a requirement)?
☐ Yes   ☐ No

Did the applicants' performance measure align with the need, activities and outcomes described in the narrative?
☐ Yes   ☐ No

Is the target/level of success realistic?
(Targets indicate how many or how much will change for each year compared to baseline data.)
☐ Yes   ☐ No

Did the applicant describe how activities that AmeriCorps members will be engaged in will achieve the result?
☐ Yes   ☐ No

Did the performance measures utilize rigorous data collection methodologies to demonstrate significant outcomes?
☐ Yes   ☐ No

Please add your additional comments on the grant application to the attached form